

PRIORITIES

Preference will be given to proposals that respond to one or more of the following provincial priorities:

I. Student Materials in French for Learning French as a Second Language.

Approximately one-third of available funds will be allocated for the development and production of print and non-print learning materials for:

1. Extended French Programs

a) Texts to serve as a basis for courses in subjects other than French, when these are taught to English-speaking students in the French language. Such texts would use a controlled level of French appropriate to the competence of the intended student population (J, I, S).

b) Texts intended to develop the superior level of French-language competence that is the objective of extended programs.

2. Core French Programs

a) Materials that will extend the students' knowledge of French-Canadian culture with an emphasis on:

- i) the similarities between the culture of French-speaking and English-speaking Canadians (P, J);
- ii) the differences between these cultures (I, S);
- iii) cultural, social, and political issues that are relevant to the lives of young people;
- iv) those aspects of culture that will lead to active language use;
- v) those aspects of culture through which French and other subjects can be interrelated.

b) A series of 16 mm films in self-contained episodes of approximately

10 min in length, which have some continuity in character and plot.

- c) Slide/tape modules (of a maximum of 10 min in length) supported by print material that has been designed to develop intercultural understanding and to reinforce language skills (J, I).
- d) Texts intended to form part of a series to develop competence in the four language skill areas.

II. Student Learning Materials in the English Language

Approximately two-thirds of available funds will be allocated for the development and production of print and non-print materials for the following provincial priorities. The categories of priorities are *not* listed in order of importance.

Category A

- i) Print and non-print resources for Canadian studies (P, J).
- ii) Booklets, handbooks, and monographs on historical and contemporary life on Indian reserves in Ontario.
- iii) English-language print and non-print materials related to French-Canadian life past and present, particularly in Ontario (P, J, I, S).
- iv) Multicultural materials that are interdisciplinary and cross-cultural, and that include minority-group studies (P, J, I).
- v) Non-print materials with supporting print materials on human rights and race relations within the Canadian context (P, J, I, S).
- vi) Factual print materials on the countries of origin of various Canadian ethnic groups, incorporating rural as well as urban themes.
- vii) Canadian print materials for the Heritage Languages Program.

Category B

- i) Print and non-print materials on career-related themes, such as career-

awareness skills, self-evaluation skills, career decision-making skills, the employment world, and work-effectiveness skills.

- ii) Learning materials kits involving the practice of office procedures for Senior business students (Grade 12).

Category C

- i) Non-print materials in family studies that deal especially with interpersonal family relationships (P, J).
- ii) Cookbooks, largely illustrative, with basic recipes for meal planning (for non-functional readers) (J, I).
- iii) Print and non-print materials in health education (P, J, I).
- iv) Materials to promote fitness and mass participation in the intramural and recreational aspects of the physical education program (P, J, I, S).
- v) Non-print materials on the safe use and care of shop hand tools for students in Grades 7 and 8 in industrial arts and on the safe use of shop power tools for students in technological studies.

Category D

- i) Print materials that include activities/strategies to promote language development and fluency in the English language for students encountering difficulties in language (I, S).
- ii) Print and non-print materials for English as a second language and/or English as a second dialect (P, J, I).

Category E

- i) Materials in moral education to be used in conjunction with areas of study outlined in *The Formative Years*.
- ii) Materials in moral education to be used with any of the subjects studied under approved curriculum guidelines (I, S).
- iii) Materials in moral education to be used in opening and closing exercises and school assemblies (P, J, I, S).

Category F

- i) Materials for developmentally handicapped children that will assist the development of motor co-ordination, self-help skills and social awareness, as well as stimulating oral language.
- ii) Handbooks on typing for trainable-retarded students.
- iii) Films for teachers' use that describe and demonstrate methods for teaching handicapped children.
- iv) Short films for teachers that show techniques for teaching the skills of dressing, eating, and grooming to developmentally handicapped children.

Category G

- i) Print and non-print materials that include activities designed to broaden children's understanding and use of library resources within the context of different subject areas (P, J).
- ii) Music materials that include activities for performing, listening, creating, and reading music within the context of different subject areas (P, J, I).

- iii) Print and non-print materials in the fields of energy education and conservation and ecology (P, J, I, S).
- iv) Print materials for required subjects prescribed by *Circular H.S.1* for students in basic and modified programs (I).
- v) Multidisciplinary materials in the study of industrial arts, technological studies, visual arts, science, and mathematics that relate to industrial and applied-design education (I, S).

Legend

- P - Primary Division
J - Junior Division
I - Intermediate Division
S - Senior Division



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Stephenson, M.D., Minister
Fisher, Deputy Minister

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Learning Materials Development Plan, 1980

Introduction

The purpose of the Learning Materials Development Plan is to encourage the development and production of Canadian learning materials. It is designed primarily to meet the needs for learning materials that might not otherwise be fulfilled because of prevailing market conditions.

The term *learning materials* means any materials designed to facilitate learning, including books (whether textbooks or books of a more general nature – workbooks are excluded) and non-print materials. Such materials are intended primarily for the use of students, although materials for special education are an exception.

While this plan provides assistance for learning materials for English-speaking students, namely English-language materials and materials for learning French as a second language, the French-Language Fund provides assistance for learning materials for French-speaking students. Its co-ordinator is located at the same address as the co-ordinator for the Learning Materials Development Plan.

The Learning Materials Development Plan aide à la production de matériel d'apprentissage destiné aux élèves anglophones, c'est-à-dire le matériel d'apprentissage en anglais et le matériel d'apprentissage du français langue seconde. Le Fonds de matériel de langue française, pour sa part, aide à la production de matériel d'apprentissage destiné aux élèves francophones. L'adresse du coordonnateur du Fonds de matériel de langue française est la même que celle du coordonnateur du *Learning Materials Development Plan*.

The plan operates in three modes. Each mode applies to a particular group in the educational community and each has a different set of rules regarding application procedures.

All applications for funding will be considered on a competitive basis by an independent advisory committee, which will determine the criteria for the adjudication of all applications. The committee will recommend to the Minister the projects that should receive support from available funds.

Once a project has been accepted for funding, an agreement will be drawn up between the Minister of Education and the applicant that will specify the commitments and understandings of each party.

General Rules and Operating Procedures

1. Proposals should respond to one or more of the educational priorities described at the end of this brochure.
2. The learning materials to be developed must be free from bias (especially racial, religious, sex, and age bias).
3. To be eligible for funding, a project must involve Canadian authorship and, where appropriate, manufacture.
4. SI units of measure (le Système International d'Unités) must be used wherever appropriate.
5. An agreement made with a commercial firm or non-profit organization must identify at least one official from that body who will act as a representative for the conduct of the work specified in the agreement.

6. One Ministry official will be associated with each project until its completion.

7. The proposal should describe plans for field-testing of prototypes of the learning materials to be developed.

8. Funds made available under this plan may not be applied towards the purchase of major items of equipment.

9. Where travel and living expenses will be incurred, these are to be specified in the budget.

10. Upon completion of the project, the Ministry of Education shall receive three copies of each developed prototype of print material and/or one copy of non-print material. The proposed budget should reflect this requirement.

11. No acknowledgement is to be made in the learning materials of the Ministry of Education, of its officials, or of the plan.

12. The Ministry of Education may request that those who receive funding through the plan submit an audited statement and other appropriate information detailing the use of any funds received.

MODE 1: PUBLISHERS AND PRODUCERS

This mode is open to publishers and producers of learning materials. Companies that have been incorporated for less than three years must submit a brief résumé of their activities and scale of operation, in addition to the information mentioned below.

Any company may be asked to send in samples of recent work in support of an application.

Where it is feasible to do so, priority will be given to companies operating in Ontario.

All applications under this mode must involve the publication or production of learning materials; funding will not be available for projects involving development only.

A publisher or producer of learning materials may apply for assistance for the development, production, and publication of learning materials or only for the production and publication of materials, if their development has been completed.

The copyright on materials produced will be negotiated between the publisher and the author; the Ministry will have no direct involvement in matters of copyright.

Financial Considerations

The Ministry will fund part of the development and production costs; the publisher or producer will also be involved in funding some of the costs.

The proportion of the costs to be borne by each of the two parties will depend on such factors as the nature of the project, the potential market, and overall costs.

The budget should include the following: the complete development and production costs of the project; a summary of the funds required from the Ministry, including a detailed breakdown of anticipated expenditures and income; the proposed price of the learning materials, such price to remain constant for one year after production.

Among the costs that may be included in a proposal under this mode are the following: secretarial and editing; physical materials; duplicating and rough artwork for field-testing; production artwork; permissions; typesetting; paper, printing, and binding; distribution. Similar expenses may be included for the production of non-print materials.

The anticipated size of the production run should be stated, as well as the rationale for the run.

Normal company policy should be applied in calculating the percentage of overhead operating expenses, the payment of royalties, the period in which the initial outlay is recovered, and so on.

In special circumstances, a project may require the engagement of an author on a salary rather than on a royalty basis. In such cases, the materials should be produced with reduced royalties so that costs are kept as low as possible.

MODE 2: NON-PROFIT ORGANIZATIONS

The Ministry will consider applications from non-profit organizations for the development of learning materials of province-wide applicability only. Projects proposing the development of local curriculum courses of study for the use of teachers will not be considered eligible.

Only in special circumstances, where production is normally a part of the activity of the organization, will consideration be given to production under this mode.

In order for an organization and its projects to qualify under this mode, the following criteria must apply:

1. By *non-profit organization* is meant one of the following: a school board; a teacher-education institution; a teacher association; an incorporated non-profit organization that carries on educational activities as a normal part of its operation.

2. A project proposed for funding must reflect the priorities of the organization as a *whole* rather than of individuals within it, and the application must be supported by a formal statement such as a resolution of the school board or other governing body to the effect that the project actually has this support.

The finished product under this mode will be an acceptable manuscript in the case of print materials; in the case of non-print materials, the project will have reached a stage at which planning and design decisions have been taken, but without any commitment to major production costs.

Copyright will be retained by the author.

Once the development stage of the project has been successfully completed, the Ministry, where appropriate and after consultation with the applicant, may alert potential publishers and producers to the availability of the materials for production and distribution.

Copyright will be retained by the applicant.

Financial Considerations

Among the costs that may be included in a proposal under this mode are the following: secretarial and editing; physical materials; duplication and rough artwork for field-testing; High-quality artwork (of production standard) may not be included under this mode unless such artwork is central to the project.

An honorarium or salary for those involved in the development of the materials is *not* permitted under this mode.

APPLICATION PROCEDURES FOR ALL MODES

There is no official application form. Applications should be submitted on a standard size of paper – 8½" by 11" or metric A4. No additional cover or binding should be used. A separate application must be submitted for each project. Each application should include:

1. A cover page that gives the following information:

- a short descriptive title of the proposed project;
- an indication of the mode under which the application is being submitted;
- the name of the company, organization, or individual making the application;
- the name, address, and telephone number of the official of the company or organization with whom contact may be made, or the address and telephone number of the individual(s) (under Mode 3);

– the signature of an authorized official of the company or organization or of the individual(s) (under Mode 3) concerned;

- an indication of both the total budget for the project and the amount of funding requested from the Ministry;
- an indication of the anticipated completion date of the project. Projects should be completed within a period not to exceed two years.

2. A one-page summary of the scope of the project, including a statement of the need that is to be filled by the project.

3. A detailed plan of the project including a schedule for the project and the procedures to be followed.

4. The qualifications and experience of the personnel who are significantly involved in the project.

5. A complete breakdown of the budget for the project, including an indication of the extent to which Ministry funding is considered necessary. For further details, see the section on each mode entitled "Financial Considerations" and the introduction to this pamphlet.

Applicants should indicate whether they have received funds from, or made application to, other sources.

6. A storyboard, a script, or a full and detailed synopsis where applications propose the production of films.

7. A proposed table of contents and, where appropriate, a sample chapter, where applicants propose the development/production of books.

8. Two copies of the original version where applicants propose the adaptation/translation of existing materials. In these cases, it is expected that adaptation will be made where necessary and that the proposal will identify the areas of major adaptation.

9. Any other material that applicants consider relevant.

Applications for funding must reach the Co-ordinator by September 9, 1980.

Applications should each be made in 14 copies and addressed to:

Co-ordinator
Learning Materials Development Plan
Special Projects Branch
Ministry of Education
Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2
Tel: (416) 965-9178